

WHY TRAIN?

PURPOSE: To Provide managers and supervisors a sound and proven method for conducting training.

SCOPE: This guide applies to management, supervisors, and any employee responsible for training.

GENERAL: Managers need to invest time in training. The training should be designed to help prepare your employees, and should be on going. We know all the statistics, but the fact is, it costs five times as much to attract new customers as it does to hold on to repeat business. Training will assist you in keeping your customers happy, and in turn, the club more profitable.

GUIDANCE:

If you want to improve your business, you must train--it's as simple as that. If you care about your employees' development and want a motivated work force, you must train. An effective training program can have many positive effects. The following are just a few of the benefits.

- Improve customer satisfaction.
- Improves products and services.
- Improves employee morale and increases confidence.
- Motivates employee to work harder.
- Increases employee loyalty and reduces turnover.
- Allows for better use of work force.
- Further develops those doing the training.
- Recruiting new employees becomes easier.
- Well-trained employees make every supervisor's job easier.
- Well-trained employees help ensure a positive bottom line.

There are many more benefits, and in most instances few managers will argue against its value. Why then, do so many of our managers have a weak or nonexistent training program? Possible answers might be:

- Manager's don't take time to train.
- Some think they can't afford to conduct training.
- Management doesn't believe in training.
- Personnel don't have the expertise to train.
- Manager fears embarrassment of not having all the answers.

We could go on and on, but the point is, none of these reasons are legitimate enough to justify not training employees. If managers can't find the time to train employees to accomplish their tasks right the first time, when will they find the time to make the necessary corrections?

It is absolutely essential that managers invest time in training. Equipment and facility improvements are useless without a competent staff to operate them. Training can encompass both demonstrations and written documentation; however, all training must be designed and directed to help prepare your employees, and must be on going to be effective. The repetitive nature of most food service jobs can lead employees to develop peculiar ways of performing a task which may seem to be a "shortcut." However, these individual methods may not produce the desired quality or may prove to be unsafe. Refresher training and easy-to-use instructions can help maintain standard methods of operation.

Written material is good for refreshing an employee's memory of certain procedures, but is not a substitute for actual training sessions. Conducting an instructional session requires planning, preparation, and careful presentation.

I. Before Training.

(A) Prepare a Training Plan. An organized training plan identifies employees training needs and how to schedule the training to meet these needs. This technique eliminates a lot of needless training and directs all instructions to meet certain definite objectives. The plan should contain the essential parts of a job and the training to be done by whom, what, when, and how.

(B) Prepare a Job Breakdown - (listing of all tasks associated with completing the job) This procedure shows the instructor how to pick out the important steps and key points in the development of sales and nonsales personnel. Here is where she/he learns to select and stress those little "knacks" of the trade that the instructor knows so well he forgets to pass them on. Once these knacks are included in the planning, they enable the new employees to do the job right and reasonably fast.

(C) Have Everything Ready. Be sure that all materials, supplies, and equipment are ready before your undertake instructions to employees. Lack of preparation on your part will confuse the trainees and waste time.

II. When Training.

Prepare Employees for Instruction.

(A) Put them at ease. Make sure the employee is at ease and comfortable. They may be worried about what's going to be taught, whether their performance will meet your expectations, or they will be compared to others. Let them know that nothing is expected of them that they can't learn to do with reasonable effort and you are interested in only making their work easier and more making them more effective.

(B) Explain the Job and Its Importance. Make sure that the trainees understand the importance of their job. When they see their job in relation to the whole picture, they become much more interested in learning to do the job the right way.

(C) Create Interest. Do not take it for granted that everyone is interested in what you are teaching. Create interest by showing the employees how this training will benefit them. Show them that by following these techniques it will improve their ability to do their job and their ability to make a living. That means progress and success for them.

The greater the trainees' interest, the easier the training.

III. Present the Job. Tell and Show Them.

(A) Follow your step by step procedures. Whenever you train employees, have the job breakdowns with you and follow them. This will keep you on track and assure economical and efficient instruction.

(B) Explain and Demonstrate. One step at a time. Don't throw the book at the trainees. Take them along one step at a time and they will learn the job much more quickly and satisfactorily.

(C) Stress Key Points. People must be told *what* the job is, *how* it is to be done, *why* it is to be done, and why it is to be done *that* way. Don't waste time on unimportant details. A person's capacity to absorb and retain is limited. If your training is cluttered with a lot of unimportant information, you will make it harder for the trainees to get a hold of the important things.

(D) Do Not Tell Too Much at One Time. Telling too much at one time is teaching too fast. If you do that, you will not teach at all. Tell them only what they can absorb. Stick to facts--anything else is misleading and time-consuming.

(E) Use Simple Language. The purpose of language is to make yourself understood. Big or unusual words and technical terms may make some people think you are smart, but they will not help get your ideas across. Plain talk is best for that.

(F) Do Not Do All the Talking. People learn more from a discussion than they do from a lecture--and a discussion is a two-way communication. People do more thinking during a discussion. Make the trainees think by giving them problems to solve and questions to answer. Don't do all of the talking.

(G) Set a High Standard. When trainees watch you do something, they regard your performance not only as a demonstration of how to do it but also as an example on *how well* to do it. *Your* work always sets the standard and that standard will govern the quality of the trainees' work after you leave them.

(H) Give Reasons for Methods or Procedures. The more people understand about why something is done or why it is done a certain way, the quicker they will learn to do it. Things that have meaning are always learned more easily and remembered longer. This applies to the "*telling*" as well as the "*showing*" part of training.

(I) Show One Thing at a Time. In the "Showing" part of training as well as in all other parts, concentrate as much as possible on one thing until the trainees have learned to do it well. If, for instance, you are teaching a person to sell a product or teaching a clerk to make out specific forms, make *that* one task your principle objective until the trainee has learned how to do it. Do not try to teach everything at one time. *It cannot be done.*

(J) Give Everything You Will Want Back, But No More. Do not tell the trainees everything you know about the job at one time. Give them just those points that they need to do the job right. Any more than that will result in confusion and additional instruction which, in turn, means more time and effort.

IV. Tryout Performance.

(A) Have Them Do the Job. We learn not only from listening or from watching, but from doing---hence, the importance of having the trainees actually perform the job. Furthermore, by doing the job right, they build their self-confidence, and self-confidence is necessary for successful performance.

(B) Have Them Tell You the Why and the How and Make Sure That They Can Stress the Key Points. Make sure that the trainees clearly understand how the job is to be done and the reason for doing it your way. Test their understanding by having them stress the key points when performing the job for you.

(C) Correct Errors and Omissions as They Make Them, Keeping the Following Points in Mind:

1 Avoid criticism

Nobody likes to be criticized, but most people want to learn. Therefore, avoid criticism in the sense of "bawling out" people for having done something wrong. Instead, show them how they could have done it better, correction becomes instruction. It is a friendly, helpful act and not the belittling and irritating thing that criticism usually is.

2 Compliment before you correct.

Always find something on which to compliment people before you correct trainees. It will make them more receptive to your correction. Make sure, however, the compliment is sincere.

3 Let the trainees correct themselves.

This is the best of all correcting techniques. A criticism or correction is never a pleasant experience. Instinctively we do not like it, even though we know it will do us good. By proper handling, the unpleasantness of a correction can be reduced to a very low point. However, when the trainees are induced to correct themselves, the factor of unpleasantness is almost entirely eliminated. Therefore, compliment and then to ask the trainees if they can think of anything they could have done that would have made their performance even better. If they cannot think of anything, you will, of course, have to make a suggestion.

4 Do not overdo correcting.

Correction is like seasoning. A little goes a long way and too much spoils the dish. Good trainers exercise restraint in the correcting step of their work. They know if they correct every little thing people do not do quite right, they will make them nervous and damage their self-confidence, and instead of being a help, their corrections will be annoying and harmful. It is easy to overdo correcting, so watch yourself carefully in this respect.

5 Do not correct in front of others.

This is the worst kind of criticism. It is embarrassing and demoralizing.

6 Do not be too quick to blame the trainees.

Bear in mind the saying, "If the employee has not learned, the instructor has not taught."

(D) Encourage Trainees. Compliments are an essential part of teaching. They encourage learning. A sincere compliment gives the learner the experience of success. This builds self-confidence, and self-confidence is necessary if people are to persist in their effort to learn. Therefore, compliment freely but do not overdo it. Use judgment. Space compliments so they will serve as a steady support of the trainees' morale, so that they will maintain their self-confidence. There must be, however, a good basis for a sincere compliment. Employees can also be complimented for having tried hard even though they may have made little or no progress. Be prompt with your compliments (or corrections). Make them immediately following the trainees' performance. Do it while it is "hot." It is especially important to compliment people at the end of the day. It sends them home with the feeling of success. It makes them feel you were of help and working with you is worthwhile. When appropriate, compliment people in front of their boss. This does a lot to build a spirit of mutual confidence and teamwork.

(E) Get Back Everything You Gave Them. Make sure when the trainees repeat your instructions that they do so completely and accurately. They must perform the job exactly as you did in order for you to know that they know and understand.

(F) Continue Until You know They know. You must find out whether the trainees really know how to do the job. You do not find this out by asking them whether they understand how to do it but by having them do the job over and over until you are sure they can do it your way and they understand why they are doing it.

V. Follow Through.

(A) Put Them on Their Own To Do The Job. After you are satisfied that the trainees can do the job, put them on their own. They will continue to build confidence in their own ability to do the job.

(B) Encourage Questions from Trainees. Be receptive to all their questions. No matter how simple the question may appear to you, treat it seriously and with respect. Make sure trainees are comfortable asking for help.

(C) Check Frequently. Check their performance as often as you deem necessary but gradually taper off the coaching as their ability increases.

(D) Let Them Know How They Are Doing. If the trainees are doing the job the way you want it done, tell them. This will add to their self-confidence. If they get off the beam, tell them so. The time to correct an error is when it is made. Do not make the mistake of assuming that after they have had some experience with a job the error will eliminate itself. In other words, it is your responsibility to let the trainees know when they are doing the job correctly and let them know what areas they need to improve.

SUMMARY: Following this guidance will assist you in providing quality training for your staff. Be sure to be prepared for your training sessions, prepare your staff, tell and show them how to do the job, let them perform the task, and follow through. Don't forget to keep it fun for you and your staff.